



**Bridging Justice Communities:**  
**A Professional Workshop Curriculum**  
**for Alaska Natives**

Justice Center  
University of Alaska Anchorage



JC 9501.03

December 1998

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gift from Cook Inlet Region Incorporated  
to the University of Alaska.

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## Introduction

### Program Concept

Despite the complicated legal and justice questions which present themselves regularly in the life of the Alaska Native community, Native employment in justice system positions—in the bureaucracies and agencies which administer the state and federal justice systems—is low.

Since its founding, the Justice Center at the University of Alaska Anchorage has supported educational efforts which further public understanding of the justice system in Alaska and promoted programs with a particular orientation toward the Alaska Native community. As part of this public education mission the Center has designed an educational seminar which will be offered on a periodic basis by the Alaska Native Justice Center. The UAA Justice Center will continue to serve as a consultant on content questions during the running of the program, drawing upon its research expertise and public education experience.

The program outlined in this document is designed to be a twelve-day to two-week educational workshop for Alaska Native participants focusing on opportunities for careers in the justice system. The design of the program has been based on research and previous Justice Center experience with a similar program offered in the 1980s. The program will present both theoretical and practical knowledge about justice system employment.

We have envisioned the program as a twelve-day to two-week seminar offered periodically for ten to twelve participants. It has been designed so that it can be offered to different types of audiences, with its content tailored to meet differing needs. We have assumed that the program will be offered initially in Anchorage, but the design can easily be adapted for presentation in other locales. The program group will receive an overview of the functions of the state and federal systems in Alaska as well as information about employment possibilities within various agencies. Participants will visit various bureaucracies and meet with justice practitioners—police officers, court administrators, attorneys, judges, correctional personnel. They will learn about the nature of jobs within the justice system and about the qualifications necessary for these jobs.

In addition to presenting practical information, the program will permit all its participants to discuss justice issues important to the Native community with representatives of the government whose job it is to understand those issues. Hence, in many ways the program will be a dialogue with both participants and presenters learning from each other.

Funds from a gift from CIRI to the University of Alaska Anchorage supported the research and planning for this program design.

We have prepared this program design to guide a program coordinator in an initial presentation of the program. The design covers all facets of the program—both its administration and its content—but it is still primarily a map to presenting a successful educational conference. Program administrators are encouraged to develop and expand the ideas presented here and to tailor the design to meet the needs of particular participants.

— *Justice Center*  
*University of Alaska Anchorage*  
*Autumn 1998*

## **SECTION I**

### **FOCUS AND DESIGN**

## Program Participants

The program has been designed for different types of participants: elders; young adults with an interest in careers in the justice system; high school students in their junior and senior years; professionals whose current work necessitates a fuller understanding of the justice system; and individuals with a particular interest in becoming attorneys. The format of the program—its administration and content—can be tailored to meet the differing needs of each of these groups. Recruitment approaches will also differ for each group. The program can also be targeted at various geographical areas.

### **Elders**

As the traditional leaders in the Native community, Native elders are in a position to guide the youth and make suggestions regarding study and work choices. Since their own understanding of the Western justice system may be limited, this program can be offered as an opportunity for elders to obtain an educational overview of the system and to meet representatives of various agencies in the system. With a fuller understanding they will then be able to guide the younger members of the community.

Periodically offering the program to groups of elders can plant seeds for expansion of Native participation in the justice system over the long run. There might also be benefit in the contact between elder participants and justice system administrators. The administrators would be able to talk with program participants in order to increase their own understanding of Native communities and of traditional Native approaches to social problems. Hence, for elders, this program could be a dialogue with participants and presenters learning from each other.

*It is strongly suggested that the first offering of this program be directed at elders and that in the future it again be periodically offered to groups of elders.*

### *Young Adults*

When the program is offered to young adults, it can be focused more directly on specific work opportunities, while also providing an educational overview of the system. Attention can be given to application and hiring processes, and connections can be established with recruitment personnel in the various agencies.

### *High School Students*

When the program is offered to high school students, it can be more heavily educational, offering instruction in the basics of the American justice system and providing counseling for post-secondary educational choices to those who might be interested in a justice career.

### *Working Professionals*

Individuals working in the Native corporations and in various social service agencies might benefit from a practical overview of the workings of the system in this state and from an introduction

to representatives of the various justice agencies. As with Native elders, the program might be construed as a dialogue between participants and presenters.

*Individuals Interested in Becoming Attorneys*

Those considering attending law school have particularly specialized needs which the program could meet by focusing on the type of academic preparation necessary for success in law school and by introducing participants to practicing Native members of the Alaska Bar. Attention could be given to preparing for the LSAT and to directing students to the institutional resources available to Natives and American Indians interested in the practice of law. The program could also seek to develop interest in the law by providing an overview of the important legal questions affecting daily life in Native communities and by showing how various justice bureaucracies are affected by the development and practice of law.



## **Program Design**

The program has been designed as a twelve-day to two-week conference. The time frame is flexible and can be adjusted to suit the needs of particular types of participants at different times.

The program design which follows presents the main topics of the seminar with suggestions for presentation formats, field trips, speakers, and panel discussions. A sample schedule is presented at the end of the section. Because the program administration is intense, particularly immediately before the conference and during its actual running, the program coordinator may wish to arrange for an assistant to handle some of the administrative details during this period, or, alternatively, for someone else to function as moderator for conference sessions, handling introductions, question and answer periods, etc. Different moderators could be used for different offerings of the workshop.

## Law Enforcement

At least one and a half days of the seminar should focus on policing and law enforcement. The day can include presentations by police officers with opportunity for discussion and questions and answers by program participants. The following points should be addressed by individual speakers or panels of speakers.

- A discussion of policing needs in Alaska Native communities.
- An overview of the place of police within the formal western justice system. This might be coupled with an overview of the history of Native policing.
- The nature of police work, both in urban and rural Alaska. Particular participants might be asked to address myths surrounding police work (that it often involves confrontation or violence, etc.) which may be barriers to Alaska Native interest in employment as police officers.
- The qualifications and education necessary for a successful officer. If the participants are high school students or young adults, speakers might offer guidance regarding formal education—appropriate courses in high school and college, kinds of valuable experience. If the audience is elders, the emphasis can be on what information they might carry back to the village regarding police work and how they might watch young people in their communities for the talents and abilities necessary for police work.
- The hiring process for officers for the Alaska State Troopers, the Anchorage Police Department and other urban departments. Presentations on the recruitment and hiring should be very specific.
- Possibilities for positions as VPSOs and the recruitment and hiring process.
- The scope of the Department of Public Safety—which includes much more than the state troopers: Fish and Wildlife, Fire Prevention, etc. The nature of work in these divisions and the hiring processes can also be discussed.
- Opportunities for employment within other police agencies in positions other than as sworn officers.
- Policing and enforcement positions in other state agencies, such as investigator positions within the Division of Insurance in the Department of Commerce and Economic Development.
- A discussion on why there is a need for more Native police officers.

*It is hoped that, particularly with elders, most sessions will emerge as dialogues rather than lectures. This goal should be kept in mind when selecting speakers and deciding on presentation formats.*

### *Law Enforcement Field Trips*

In addition to these discussions, field trips to both APD and the State Troopers should be arranged. The trips might be combined with discussions on-site on some of the above topics.

### *Presenters, Speakers, and Contacts*

The following list contains names of speakers who can address issues in law enforcement, as well as contacts within various departments who can provide current information and additional suggestions regarding speakers. The program coordinator may wish to add names to the list.

For panel discussions the program coordinator may also wish to invite others who are not directly involved with policing but have indirect concerns – such as representatives of the Native corporations of participants.

*All speakers should be scheduled as far in advance as possible, particularly those coming from outside Anchorage.* It is suggested that brief biographical summaries be prepared on each speaker for presentation to the conference participants.

Colonel Glenn Godfrey, Director, Alaska State Troopers

Colonel John Glass, Director, Division of Fish and Wildlife Protection

Captain Glenn Flothe, Commander & VPSO Director, Alaska State Troopers (retired)

Michael Dekreon, Alaska State Troopers

Fran Kinny, Human Resources Manager, Department of Public Safety

Lieutenant Walter Monegan, Anchorage Police Department

Michael Livingston, Anchorage Police Department

Thomas Hume, Anchorage Police Department

Lawrence Trostle, Associate Professor, Justice Center, University of Alaska Anchorage

Darryl Wood, Assistant Professor, Justice Center, University of Alaska Anchorage

Captain Mel Personette, Juneau Police Department

Captain James Welch, Fairbanks Police Department

Rick Jones, Chief Investigator, Division of Insurance, Department of Commerce and Economic Development

## **Corrections**

One day or more of the seminar should focus on issues and employment in the field of corrections. The day can include presentations by those involved with corrections, including individuals currently working as correctional officers or probation parole officers. Among the points which can be addressed by speakers or panel discussions are the following:

- An overview of corrections in the context of the justice system.
- A discussion of Alaska corrections and the Alaska Native community: 34 per cent of the population of state prisons is Alaska Native.
- An overview of the nature of employment in the correctional system – in institutions, as probation-parole officers, in administration.
- The qualifications and education necessary for various types of employment within the correctional system. Again – if the conference participants are young, speakers can offer guidance regarding formal education which will assist in preparing for careers in this field. If the audience is composed of elders, the emphasis might be on presenting information they can take back to their communities and pass on.
- The hiring process for employees for the Department of Corrections. This presentation should be very specific. (It might be combined with presentations on hiring for other state departments, such as the Division of Family and Youth Services.)
- A panel discussion on why there is more need for Alaska Native employees within the Department of Corrections.

### *Field Trips to Department of Corrections Facilities*

In addition to these discussions and presentations, conference participants should visit at least one prison. Cook Inlet Pre-Trial; Hiland Mountain and Palmer Correctional are easily accessible. Prison visits have to be arranged in advance with the superintendent of each facility. Various kinds of identification information for each visitor will be required for security purposes.

### *Presenters, Speakers and Contacts*

Lynda Zaugg, Director, Division of Community Corrections (probation/parole), Department of Corrections

Dianne Corso, Human Resources Manager, Department of Corrections

Betsy Robson, Institutional Corrections, Department of Corrections

Rose Domnick, Superintendent, Yukon-Kuskokwim Correctional Facility

Jim LaBelle, Rural Affairs Coordinator, Department of Corrections

Bill Bryant, Probation Officer, Department of Corrections

*Justice Center, University of Alaska Anchorage*

Nancy Schafer, Professor, Justice Center, University of Alaska Anchorage

John Riley, Assistant Professor, Justice Center, University of Alaska Anchorage

*It is also suggested that other Alaska Natives who are currently working within the department be invited to participate, particularly those serving as COs or POs.*

## **Juveniles**

One day of the seminar can be devoted to the issues presented by Alaska Native juveniles and the justice system and to employment within the Division of Family and Youth Services, which handles juvenile corrections and within the Department of Health and Human Services as a whole. The following points can be addressed:

- An overview of juvenile justice in Alaska, with a particular emphasis on Native juveniles.
- An exploration of some of the justice and social issues affecting Native youth. Particularly if the seminar participants are elders, this should be a wide-ranging discussion drawing upon everyone's insights.
- The nature of work within the Division of Family and Youth Services and the types of positions available.
- The qualifications and education necessary for work within DFYS. If conference participants are young adults or high school students, the emphasis should be on describing the types of formal education which will contribute to preparation for work in this field.
- The hiring process. Again, this presentation should be very specific and it might be combined with presentations on hiring for other state departments.
- A panel discussion on the need for Alaska Native professionals to work with troubled juveniles.

### *Field Trip to the McLaughlin Youth Facility*

The administrators at McLaughlin can be asked to present an explanation of their program in addition to a tour of the facility.

### *Presenters, Speakers and Contacts*

Janet Clarke, Director, Division of Administration, Department of Health and Social Services

George Buhite, Division of Family and Youth Services

Donis Morris, Superintendent, McLaughlin Youth Facility

Brant McGee, Office of Public Advocacy

Nancy Schafer, Professor, Justice Center, University of Alaska Anchorage

Lisa Rieger, Associate Professor, Justice Center, University of Alaska Anchorage

*It is also suggested that Alaska Natives working in juvenile corrections as youth counselors or in social service worker positions be invited to participate.*

### *Other*

- Although not directly related to the justice system, the Native corporations may be interested in sending speakers or panel participants particularly on topics which relate to children's and juveniles' issues, including VPSOs.

## **Courts**

At least one and a half days to two days of the seminar should focus on the courts, with some discussion and attention given to tribal courts and their interaction with the state system. This is a particularly complicated area and different audiences may need different types of presentations – depending on their backgrounds and levels of knowledge. The following are only *some* of the points which can be addressed:

- An overview of the place of the courts in the American justice system – the formal structure of state and federal courts and their arrangement in Alaska.
- Historical overview of the interaction between courts and Native groups – in Alaska.
- Discussion of the court system in rural Alaska and the role of the magistrates.
- Discussion of the powers of judges, magistrates, and other court officials.
- Presentations on court processes, particularly the role of the jury. The nature of the jury system should be explained in-depth.
- The nature of employment in the Alaska court system, at all levels, with a discussion of the kinds of education necessary. The legal preparation necessary for judges should be touched upon, but it will be covered in more depth in the seminar component on law.
- The court system hiring process, including the process for selection of magistrates.
- The work of the cultural “navigator” in the Bethel court system location.
- A panel discussion on the need for more Alaska Natives to be involved in the administration of the court system and the need for more Alaska Natives to work in the judiciary.

### *Field Trips to Courts*

Seminar participants should attend at least one court hearing, but preferably more. These need to be arranged in advance and participants briefed on processes and procedures, type of hearing, etc., beforehand, with possibly a question and answer period afterward with a professional who also attended the same hearing. It would be ideal if it could be arranged for a judge to speak with the group.

### *Presenters, Speakers and Contacts*

Richard Erlich, Judge, Alaska Superior Court, Kotzebue

Michael Jeffrey, Judge, Alaska Superior Court, Barrow

Stephanie Cole, Administrative Director, Alaska Court System

Janna Stewart, Manager, Magistrate Services, Alaska Court System



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Cindy Chase, Personnel Director, Alaska Court System

Dorothy Kameroff, former Magistrate, Alaska Court System, Emmonak

Phyllis Morrow, Professor, Anthropology, University of Alaska Fairbanks

David Case, Attorney, Anchorage

Lisa Rieger, Associate Professor, Justice Center, University of Alaska Anchorage

## **Law**

One day or more should be devoted to the field of law – its nature and its possibilities for employment. The sessions on the legal field would best be arranged close to those on the court system since the two overlap. The following topics and points are among those which can be covered. (As mentioned in the Introduction, the entire seminar might be aimed at a group interested in attending law school. If so, the following would be addressed in much greater depth and the other fields would be addressed from a legal perspective.)

- A very basic overview of the Western legal system – its adversarial nature, how it contrasts with traditional Native ways.
- Legal issues of particular concern to Alaska Natives
- The nature of work as a lawyer, the various opportunities and types of work.
- The nature of work as a paralegal.
- Legal and paralegal work in various Alaska state agencies: the Department of Law; the Office of the Public Defender; the Office of Public Advocacy.
- Legal and paralegal work within Alaska Legal Services.
- The type of education and skills necessary to enter law school – the undergraduate preparation necessary; the law school application process; the components of a legal education. This can be tailored to the audience. Elders might be made aware of the type of young person who is most apt to succeed in law school. Young people can be informed in detail of the kind of educational background most conducive to success as a lawyer.
- Education necessary for becoming a paralegal.
- \* The LSAT
- \* The American Indian Law Center and its pre-law summer program
- \* Panel discussion on why there is a need for more Alaska Native attorneys and paralegals.

### *Field Trips Relevant to Legal Work*

Seminar participants might be taken to the law library and to the offices of an attorney. This could be combined with the court visits and with discussion of the roles of the attorneys, judges and paralegals.

### *Presenters, Speakers and Contacts*

Bart Garber, Attorney, CEO, Tyonek Native Corporation

*Justice Center, University of Alaska Anchorage*

Theresa Williams, Staff Counsel, Cook Inlet Region, Incorporation

Patrick Anderson, Attorney

Heather Kendall, Attorney, Native American Rights Fund

Barbara Brink, Alaska Public Defender Agency

Brant McGee, Office of Public Advocacy

Robert Hickerson, Executive Director, Alaska Legal Services Corporation

Lisa Rieger, Associate Professor, Justice Center, University of Alaska Anchorage

Denise Morris, Paralegal

Lisa Straley, Law Student

*Again – this list of possible presenters/speakers is only suggestive. There are many others who could be asked to speak regarding this area.*

## **Federal Employment**

Various federal bureaucracies offer employment and career opportunities in the justice field. One-half to one day of the conference can be devoted to looking at federal justice work. Since many positions in the federal justice system require a law degree, this segment might profitably occur close to those on law and the courts.

- An overview of the federal system in Alaska.
- The role of the federal courts in Alaska.
- The role of the FBI in Alaska.
- An overview of the federal hiring process.

## *Field Trip*

A visit to the federal building can be arranged. This might be combined with the presentation on the federal hiring process.

## **Alaska Office of Equal Employment Opportunity**

If time permits, one session of approximately one hour might be given to the work of this office. This could be scheduled in conjunction with the session on state hiring.

## **Other**

If time permits, panel discussions on a number of topics related to Alaska Natives and justice might be arranged. While these might not be directly concerned with employment issues, they would broaden understanding of the complexity of the social and political issues involved in the administration of justice. Among these are:

- Capital punishment as a Native issue
- Corrections and privatization of prisons
- Alaska Natives and the media
- Western and Native ideas of property

## **Sample Conference Schedule**

The following is a sample schedule for the workshop. It was designed for a group of young participants – either high school seniors or recent graduates. It has a strong instructional component.

### *Day 1*

(It is suggested that the workshop begin with participants arriving on a Sunday.)

Morning and Afternoon – Workshop participants arrive in Anchorage

Evening—Welcoming reception for participants, ANJC personnel and others

### *Day 2*

- |               |  |
|---------------|--|
| 9:00 - 10:30  | Discussion of policing needs in Alaska; the nature of police work in Alaska                |
| 10:45 - 12:00 | An overview of the place of law enforcement in the Western justice system                  |
| 12:00 - 2:00  | Lunch  |
| 2:00 - 3:00   | Qualifications and education necessary for police work                                     |
| 4:00 - 5:30   | Visit to the Anchorage Police Dept.; APD's hiring process                                  |
| 5:30 - 7:30   | Dinner   |
| 7:30 - 8:30   | Panel discussion on the need for more Native police officers in both rural and urban areas |

### *Day 3*

- |               |  |
|---------------|--|
| 9:00 - 11:00  | The Department of Public Safety: its scope and work; employment opportunities; the hiring process for the troopers |
| 11:00 - 12:30 | Visit to the troopers and the state crime lab  |
| 12:30 - 2:00  | Lunch  |
| 2:00 - 3:45   | The work of the VPSO and the hiring process  |
| 4:00 - 5:30   | Other policing opportunities in the state  |

*Day 4*

- |               |   |
|---------------|---|
| 9:00 - 10:30  | A discussion of the Alaska system of corrections.   |
| 10:45 - 12:00 | An overview of the nature of employment in the correctional system – in institutions, as probation-parole officers, in administration |
| 12:00 - 1:30  | Lunch   |
| 1:45 - 4:00   | Visit to Cook Inlet Pre-Trial Facility  |
| 4:00 - 7:00   | Dinner  |
| 7:00 - 8:30   | Panel discussion on the need for more Natives to be employed in corrections   |

*Day 5*

- |              |   |
|--------------|---|
| 9:00 - 11:30 | The hiring process for positions in the state system    |
| 11:30 - 1:30 | Lunch   |
| 1:30 - 2:30  | State hiring process (cont.)                            |
| 2:45 - 4:00  | The Office of Equal Employment Opportunity and its work |

*Day 6*

- |               |  |
|---------------|--|
| 9:00 - 10:30  | Juvenile justice issues within the Native community  |
| 10:45 - 12:30 | The nature of work within the Division of Family and Youth Services and the types of positions available |
| 12:30 - 2:30  | Lunch  |
| 2:30 - 4:30   | Visit to McLaughlin Youth Facility   |

*Days 7 and 8*

- |           |  |
|-----------|--|
| (Weekend) | Free (Tours of Anchorage might be arranged.) |
|-----------|--|

*Day 9*

- |               |   |
|---------------|---|
| 9:00 - 10:00  | Overview of the court system in Alaska – the formal structure of state and federal courts and their arrangement in Alaska, particularly in rural Alaska |
| 10:45 - 12:00 | Discussion of the powers of judges, magistrates and other court officials   |



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12:00 - 1:30	Lunch
1:30 - 4:00	Visit to court sessions
4:00 - 7:00	Dinner
7:00 - 8:30	Discussion of what was seen during court visits

*Day 10*

9:00 - 10:30	Role of the jury; how juries are chosen
10:45 - 12:30	Tribal Courts and the state system
12:30 - 2:00	Lunch
2:00 - 4:30	The Alaska Court System hiring process
4:30 - 7:00	Dinner
7:00 - 8:30	Panel discussion on the need for more Alaska Natives to be involved in the administration of the court system and the need for more Alaska Natives to work in the judiciary

*Day 11*

9:00 - 11:00	A basic overview of the Western legal system – its adversarial nature, how its contrasts with traditional Native ways
11:00 - 12:30	Legal issues of particular concern to Alaska Natives
12:30 - 2:00	Lunch
2:00 - 3:30	The nature of work as a lawyer, opportunities and types of work
3:30 - 5:00	The nature of work as a paralegal
5:00 - 7:00	Dinner
7:00 - 8:30	Panel discussion on why there is more need for Alaska Native attorneys and paralegals

*Day 12*

9:00 - 11:00	The type of education and skills necessary to complete law school
11:00 - 12:00	Education necessary for becoming a paralegal

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12:00 - 2:00	Lunch
2:00 - 3:30	LSAT
3:45 - 5:00	The American Indian Law Center and its programs
6:30 - 9:00	Closing party

*Day 13*

9:00 – 11:00	Remaining questions, etc; program evaluation; good-byes
11:00	Participants depart

### **Pre-Law Option**

The workshop can be modified so that it is directed exclusively at individuals with an interest in attending law school. If this is done, it is suggested that the conference moderator be an attorney and that the program coordinator involve attorneys in planning for the program from the beginning. The Alaska Bar Association should also be involved.

One purpose of presenting the workshop in this format would be to set up potential long-term mentoring arrangements between practicing attorneys and individuals interested in pursuing law as a career. In light of this goal, conference participants should be given many opportunities to meet and talk with attorneys and judges about their work and backgrounds.

The following is a list of possible points, topics and issues for inclusion in the workshop.

- The nature of American law and legal thought
- Important legal issues for the Alaska Native community
- Sessions on law enforcement, corrections, juvenile issues, showing how these areas relate to legal questions, particularly in Alaska.
- Types of legal work; the actual practice of law
- Preparation for law school – the undergraduate program and background most conducive to success in law school – talents and aptitudes which can be used in law
- Law School Aptitude Test (LSAT)
- The nature of law school
- The bar examination
- The American Indian Law Program at the University of New Mexico

The program should provide participants with lists of resources and names. It might also arrange for visiting presenters from the program at the University of New Mexico.

## **Evaluation of the Conference**

To be able to improve the program for future presentations, the coordinator can arrange for participants to comment on their experiences at the end of the workshop week. Comments of speakers and those involved in panel discussions might also be solicited. Questionnaires for the evaluation should be prepared before the conference, although additional questions for consideration may arise during the workshop. These review comments, together with background information on participants, can also form the beginning of a long-term data base which will hold similar information compiled after each offering of the program.

It is suggested that the coordinator work with the UAA Justice Center to design an appropriate evaluation approach. In addition to eliciting review comments immediately after the conference, program administrators may wish to do follow-up on participants at later dates.

The program coordinator can also write a summary evaluation of the conference from her/his perspective. (The coordinator may wish to maintain a daily log for reference purposes.)

## **SECTION II**

### **ADMINISTRATION**

## **Program Time Frame**

The following is a tentative time frame for program planning. It has been laid out with the assumption that at least three to four months are available for planning and recruitment.

### *Months One -Two*

- Decide audience and recruitment focus for conference.
- Prepare preliminary budget and allocate funds.
- Set conference dates.
- Choose location for conference and make preliminary rental arrangements.
- Design and print publicity and recruitment materials.
- Begin advertising and recruitment.
- Make preliminary housing and eating arrangements for conference participants.
- Decide on seminar moderator (if other than coordinator).

### *Month Three*

- Continue advertising and recruitment.
- Begin to contact speakers.
- Make preliminary arrangements for visits and field trips.
- Order books and other supplies.
- Begin making in-town transportation arrangements.
- Begin hiring process for driver.
- Plan for program evaluation.

### *Month Four*

- Finalize conference location.
- Finalize housing and eating arrangements.
- Hire driver; arrange to rent van.

- Make travel arrangements for participants (and speakers, if necessary).
- Design and print final course materials – schedules, etc.
- Prepare other materials for participants.
- Finalize speaker arrangements. Prepare biographies of speakers for conference handouts.
- Finalize visit and field trip arrangements.
- Plan for receptions, panel discussions, party.
- Arrange for publicity for conference.

### *Conference*

(See Program Design section.)

### *Post-Conference*

- Arrange for honoraria for speakers.
- Send out thank-you notes.
- Arrange for follow-up on participants.
- Perform final accounting work.
- Go over program evaluation.
- Write self-evaluation.
- Arrange for filing of seminar materials.

## **Budget Considerations**

The following items should be considered in planning the overall budget for the program. Some provision for unanticipated costs should also be made.

- Conference facilities (meeting room with seating, tables; access to phones, computers; provisions for light refreshments)
- Housing for participants
- Transportation for participants to and from Anchorage and within Anchorage
- Participant stipends for incidentals
- Transportation and other travel costs for program presenters
- Meal arrangements for participants
- Parking and meals for presenters
- Books and other program supplies
- Printing
- Mailing
- Telephone
- Rental of van for program purposes
- Salaries for program personnel (coordinator; session moderator, driver)
- Honoraria for presenters
- Coffee and other light refreshments for conference sessions
- Final party/reception
- Incidentals and unanticipated expenses



## **Recruitment**

Recruitment for a session should begin approximately two and a half months in advance. Recruitment efforts can be directed toward gathering certain kinds of participants—for example, elders or young professionals. Materials can be written to attract these specific groups.

### *Press and Media*

Initial publicity for the program can be focused on recruitment with all press releases and program notices containing addresses and phone numbers for obtaining additional information.

### *Mailings*

Packets containing a program description, publicity materials, schedules and program application information can be sent to all Native corporations, religious and social service organizations, colleges and community colleges, and village councils.

### *Other Considerations*

If the program is directed toward high school students, recruitment materials can also be sent to school districts.

If the program is aimed at young professionals, Native organizations should receive particular attention.

If the program has a pre-law focus, the program coordinator can work with school and college administrators to identify those students who might have the interest and academic aptitude for law school.

### *Individual Contacts*

Program personnel should also use word-of-mouth, phone calls, and individual contacts to spread information about the program and to identify likely participants.

### *Other Suggestions*

Program personnel might make arrangements to talk about the program on those radio shows which are geared toward Native audiences.

Notice of the program can also be sent out over the Internet through appropriate sites.

## **Program Publicity**

### *Pre-program Publicity*

- Pre-program publicity efforts are tied to recruitment. Initial decisions about the funds available and the target audience should have been made before publicizing the seminar.
  - Approximately two and a half to three months before the seminar is scheduled, initial publicity should begin. A notice containing basic facts about the program can be released to all newspapers throughout the state, as well as to selected radio stations, particularly in rural areas. This same notice might be mailed to IRA councils or other governing entities in each village, as well as to all the Native corporations.
  - Depending on the selected target audience, it might also be mailed to other institutions. For example, if the seminar is aimed at adolescents, notice can be sent to school districts throughout the state.
  - Notices describing the program can also be sent to the Alaska Bar Association, Offices of Human Resources in various state agencies, and other civic and church organizations. In particular, notices should be sent to members of the Alaska Native Law Section. (Mailing lists can be obtained from the Bar Association.)
  - Notice of the program could also be sent over the Internet through appropriate web sites.
  - Those involved with the program also can publicize it by word of mouth.
  - Those media which particularly serve the Native community (KNBA; Heartbeat Alaska; National Native News) might be willing to do stories/interviews about the program.
  - A list should be kept of the names, addresses and phone numbers of all who make inquiries about the program.
  - A second broadly-based publicity effort should occur approximately six weeks before the seminar, providing more detailed information about the program.
  - As soon as printed materials on the program are available they should be sent to all who have made inquiries.
- \* Some provision for accepting calls regarding the program needs to be made.

### *Program Publicity*

Before the running of the conference the program coordinator should prepare press releases to send out as soon as the program opens, and the coordinator should also make preliminary contact with the various media to suggest that they might want to do stories on the conference. After the group has been together for a couple days, the coordinator can contact newspapers, TV and radio

stations to promote the program and arrange for interviews. In particular, the media aimed at the Native community (KNBA; Jeannie Green's program; Gary Fife's program; and the rural papers) should be made aware of the progress of the program.

Regular notices of the progress of the program should be sent to any donors or funding agencies.

The program coordinator should obtain copies of any articles published on the conference and tapes of any broadcast coverage. These can be retained for the program files/archives.

## **Program Facilities**

The program will need a central meeting room for conference sessions, large enough to hold as many as fifteen people comfortably. It would be ideal to have all participants and presenters around a central table or grouped in a circle. While the seminar will include many field trips to other sites, the central room will serve as the locus for the program. (It can also serve as a message center.)

Arrangements should be made to have a video deck and screen in the room; access to an overhead projector and a flip chart or chalkboard for presentations is also required. Some access to computers and the Internet is also necessary, although this need not be in the room itself. A bulletin board for messages can also be set up.

The room should be scheduled so that it is available all day throughout the duration of the program. It might also be arranged to have light refreshments available in the room throughout the day: coffee, tea, rolls, etc.

If conference participants are lodged in a hotel, it would be convenient to arrange for this room in the hotel itself. If participants are housed on the UAA campus, suitable rooms are available in the student center. (It is necessary to schedule facilities at UAA a couple months in advance.)

## Housing

The program coordinator needs to arrange housing for program participants. *Information on options for housing should be assembled several months ahead of time with tentative arrangements made at the beginning of the recruitment effort.* The overall budget will help to determine what type of housing arrangements are made.

The following should be considered:

- Group cohesion is achieved more readily if everyone stays at the same place.
- Various hotels in town offer conference rates. If the seminar group is housed at a hotel, the facility might also provide a meeting room for conference sessions.
- Should arrangements be made for single rooms or for sharing?
- The housing accommodations should offer participants access to phones, faxes, and, if possible, computers and the Internet.
- Housing should be easily accessible to public transportation—the bus system.
- Transportation to and from the airport for participants should be considered.
- When planning for housing, eating arrangements should also be taken into consideration. Will participants be given a stipend to cover meals? Will vouchers be issued for a restaurant or cafeteria?
- If participants in the seminar are very young, or otherwise inexperienced with Anchorage, security and safety should be considered and discussed with participants at the beginning of the conference. Tips on safety issues might also be printed in the conference literature.
- ANJC responsibility with regard to participants and housing should be discussed.
- UAA can sometimes house small seminar groups in student housing at lower costs than the hotels offer, and the university can offer conference room facilities. *However, this option requires more lead time to arrange.* In general, this option is most suited to the summer months. Arrangements for meals on campus can also be made. The office to be contacted at UAA: University Housing, 751-7273.

### **Meals and Incidental Expenses**

The program may wish to arrange for each participant to receive a stipend to cover the cost of meals and incidental expenses during the conference. Another option would be to offer participants vouchers for meals at the hotel where they are staying. If this option is chosen, it should be discussed when accommodations are arranged in order to obtain the best financial package. If participants are housed at UAA, vouchers for campus meals can also be arranged.

### **Receptions/Seminar Food and Beverage Expenses**

An amount for serving light refreshments at conference sessions should be allocated in the program budget—money for coffee, tea, rolls, etc. If conference sessions are held primarily at UAA, the UAA food service can assist with arrangements. If sessions are held at a hotel, the hotel food service can arrange for this service. Again, the costs for refreshments should be negotiated when making initial arrangements.

An amount should also be allocated for a final reception/party for conference participants, staff and presenters.

## **Transportation**

### *Transportation to and from Anchorage*

If the program plans to pay for transportation, arrangements to and from Anchorage should be made as soon as a participant has been accepted into the program in order to obtain the lowest air fares. The coordinator should obtain a list of fares from various points in order to allocate an approximate total amount.

Possible options:

- Participants can make their own arrangements, with the program reimbursing them to a certain amount upon receipt of appropriate paperwork—ticket stubs, etc.
- The program coordinator can handle reservations for everyone through a travel agency, with one final bill payable by the program. *However, this option does not permit participants to make changes in their schedules easily.*

### *Transportation within Anchorage*

- Conference materials should indicate the possibilities for transportation from the airport to conference housing.
- Conference materials should include maps of the municipal bus system and a map of Anchorage.
- The program may choose to buy municipal bus passes or tokens for participants.

### *Conference Transportation*

- The program will need to provide transportation to scheduled conference events (visits to institutions, etc.).
- A van can be rented for an extended period, with a driver hired to be on-call for the duration of the program. This should be decided upon at least two months ahead of time so that the driver can be hired, with appropriate references and driving background checked.

## **Program Supplies**

Each participant should receive a loose-leaf binder with:

- a conference schedule
- notepaper
- a list of important names and numbers for the conference

Each participant should also receive a small notebook for taking notes during field trips. In addition, copies of the following should also be given to each participant:

- U.S. Constitution
- State of Alaska Constitution
- Directory of State Officials, prepared by the Legislative Affairs Agency

In addition, the program coordinator may wish to include practical materials in the loose leaf binder to assist program participants. Among these:

- city map
- bus system map
- brochures on safety from the Municipality of Anchorage Safe Cities Program

The program may wish to provide textbooks for participants. Further information on possibilities for texts is included in a later section of this program design.



## **SECTION III**

### **RESOURCES**

## Resources

The following textbooks may be suitable for participants as long-term reference works.

### *Overall Justice System*

Howard Abadinsky, *Law and Justice: An Introduction to the American Legal System*, Chicago: Nelson-Hall, 1995. A comprehensive overview of the entire justice framework for American society.

### *Criminal Justice Focus*

Joel Samaha, *Criminal Justice*, St. Paul, MN: West, 1994.

Patrick R. Anderson; Donald J. Newman, *Introduction to Criminal Justice*, Boston: McGraw-Hill, 1998.

James A. Inciardi, *Elements of Criminal Justice*, New York: Harcourt Brace, 1997.

Joseph J. Senna; Larry J. Siegel, *Essentials of Criminal Justice*, Belmont, CA: Wadsworth, 1998.

### *Additional Reference Works*

The following books, directories, etc. may be useful for the program coordinator.

*Alaska Directory of State Officials*. Available from the Legislative Affairs Agency.

*Alaska Court System Telephone Directory*. Available from the Alaska Court System.

*Alaska Media Directory 98*. Published by Sally Blackford—338-7288.

*State of Alaska Affirmative Action Plan, 1998*. Prepared by the Office of Equal Employment Opportunity.

Application forms from the Alaska Division of Personnel; Alaska Court System, etc. (Many of these are available through the Internet)

### *Works Focused on Native Issues*

*Final Report of the Alaska Natives Commission, 1994*.

Thomas Berger, *Village Journey*,

### *Additional Sources of Information*

The followings sites are sources of background information on justice; Native issues and other concerns:

UAA Justice Center Library. CAS 306. The library contains copies of studies on Alaska Native issues and general justice concerns. The library also includes a video collection with tapes on various justice topics.

The Justice Center also maintains an in-depth web site on its work, with connections to other research and government entities. (<http://www.uaa.alaska.edu/just/>)

UAA Library. The main university library is a good source for historical information and documents, including past issues of newspapers from throughout the state. The Alaska Room in the main library contains a collection of historical documents, many of them relating to Native issues.

Ruralcap. Ruralcap has an extensive video collection on a spectrum of Native concerns.

## Justice System Agencies

*This section contains brief summaries of the structure and focus of the main justice-related agencies in Alaska.*

### **Alaska Court System**

303 K Street  
Anchorage, AK 99501

The court structure in Alaska comprises four levels of court jurisdiction, each with different powers and responsibilities. These four levels include the Supreme Court and Superior Courts, both established by the Alaska State Constitution; District Courts, established in 1959; and the Court of appeals, established in 1980. The state is divided into four judicial districts with fifteen Superior/District Court locations and forty-four locations for District Courts only. There are also magistrate courts in various locations. The system is a unified, state-funded judicial process. The court system employs approximately 500 employees.

Court administration is under the jurisdiction of the Alaska Supreme Court, which delegates almost all administrative duties to a separate administrative director and staff. Statistical information and annual reports are produced by this administrative office.

### **Alaska Department of Law**

P.O. Box 110300  
Juneau, AK 99811

The Department of Law, headed by the Attorney General, is responsible for prosecuting violations of state laws and providing legal services to state executive agencies. Since the Alaska court system is highly unified, the Department of Law handles state cases which, in other states, might have been handled in a local county or borough court. Thus, the department is a comprehensive source of data on all prosecutions under state law.

The department has several components: the Administrative Services Division, the Civil Division; the Criminal Division and the Office of Special Prosecutions and Appeals. The Civil Division provides legal aid to executive agencies, handles general litigation issues involving the state and provides for the drafting and review of legislation and regulation. The Criminal Division prosecutes violations of the state's criminal law and provides legal services for the rest of the state's criminal justice system. Fourteen regional district attorney offices carry out the prosecution program. The department employs approximately 450 people.

### **Alaska Department of Public Safety**

P.O. Box 11120  
Juneau, AK 99811

The Department of Public Safety is the primary law enforcement agency in Alaska. It enforces state criminal, traffic, fish and game and fire safety laws.

Located within the Department of Public Safety are the Office of the Commissioner, Division of Administrative Services, Division of Fire Prevention, Division of Fish and Wildlife Protection, Division of Alaska State Troopers, Division of Motor Vehicles, the Highway Safety Planning Agency,

the Alaska Police Standards Council, the Violent Crime Compensation Board, the Council on Domestic Violence and Sexual Assault and the Public Safety Academy.

In addition to standard administrative functions (e.g., finance, personnel, supply) the Division of Administrative Services manages criminal history files and data processing support provided to all divisions and criminal justice agencies using the Alaska Public Safety Information Network (APSIN). The Department of Public Safety employs approximately 700 people.

**Alaska Department of Corrections**

240 Main Street, Suite 700  
Juneau, AK 99801

The Alaska Department of Corrections was created in March, 1984. Previously, Corrections was one of seven divisions operating within the Department of Health and Social Services. The department has responsibility for all adult correctional institutions, community residential centers and probation/parole activities in the state. The department employs approximately 1200 people.

**Division of Family and Youth Services**

**Alaska Department of Health and Human Services**

P.O. Box 110630  
Juneau, AK 99811

The Department of Health and Social Services is the state agency primarily responsible for the provision of health care and social services to the general population and to specific citizen groups such as the juvenile offender, the severely disabled, the poor, the elderly, and children and adults in danger. In addition, the department is responsible for enforcing laws relating to these programs and for adopting regulations under these laws.

The department includes the Office of the Commissioner, Office of Alcoholism and Drug Abuse, Division of Family and Youth Services, Division of Budget and Finance, Division of Medical Assistance, Division of Mental Health and Developmental Disabilities, Division of Public Assistance, and Division of Public Health.

The Division of Family and Youth Services (DFYS) provides a variety of services for needy and delinquent children and their families. Child protective services are provided by the Family Services section of DFYS to aid children who are—or are in danger of being—abused, neglected or exploited. The section also provides services to prevent or remedy neglect, abuse or exploitation of adults and to prevent or reduce unnecessary institutionalization. The Youth Services section of DFYS provides intake services and probation supervision for children arrested for criminal code violations.

**Alaska Office of Equal Employment Opportunity**

**Office of the Governor**

Frontier Building  
3601 C Street, Suite 250  
Anchorage, AK 99503

The Alaska Office of Equal Employment Opportunity was organized under the Governor's Office in 1985 as the administrative and compliance agency of the executive branch (AS 44.19.441-449). The agency exists to ensure fair employment practices in state government and compliance

with state law; to prepare and monitor the state affirmative action plan for the employment, retention and advancement of women, minorities, persons with disabilities and other disadvantaged workers; and to develop and administer the state's federally required internal equal employment opportunity programs.

**Council on Domestic Violence and Sexual Assault**  
**Alaska Department of Public Safety**  
P.O. Box 111200  
Juneau, AK 99811

The Council on Domestic Violence and Sexual Assault—one of twelve offices and divisions operating within the Department of Public Safety—was established by Alaska Statute 18.66.010 in 1981.

The Council is an administrative agency with a primary mission to fund and coordinate crisis intervention and prevention programs that provide immediate safety and support to the victims of domestic violence and sexual assault. In addition, the Council administers programs that provide services to families of victims as well as perpetrators of domestic violence or sexual assault.

**Alcoholic Beverage Control Board**  
550 West Seventh Avenue, Suite 350  
Anchorage, AK 99501

The Alcoholic Beverage Control Board, established by Alaska Statute 04.06.010, regulates the manufacture, possession, and sale of alcoholic beverages within the state. The board exercises quasi-judicial powers. Licenses may be issued, subject to public and governmental review and health and safety regulations, to areas with sufficient population and to individuals at least 21 years old who are of good moral character and are residents of the state. Appeals for denial or revocation of licenses are handled by administrative hearings in accordance with the provisions of the Administrative Procedure Act (AS 44.62.010-.650). For administrative purposes only, the board is located within the Department of Revenue.

An alcohol regulatory board has been in existence in some form in Alaska since the early 1900s. Upon statehood in 1959, the legislature established the Alcoholic Beverage Control Board.

**Parole Board**  
**Alaska Department of Corrections**  
P.O. Box 112000  
Juneau, AK 99811

The Parole Board serves as the parole authority for the state under Alaska Statute 33.16. The board considers the suitability of candidates for discretionary parole and imposes parole conditions on all prisoners released under discretionary or mandatory parole. The board also investigates candidates for executive clemency and conducts parole revocation hearings. In the performance of its duties the board may exercise subpoena power. Under Alaska Statute 33.16 the board has adopted regulations establishing standards for determining suitability for discretionary parole.

The administrative work of the board is handled by an executive staff under the Commissioner of Corrections.

**Office of Public Advocacy**

900 West Fifth Avenue, Suite 525

Anchorage, AK 99501

The Office of Public Advocacy (OPA) was established in 1984, under AS 44.21, with three primary areas of responsibility. OPA provides guardian ad litem representation to abused and neglected children; it represents indigent criminal defendants in those cases in which the Alaska Public Defender Agency has a conflict of interest; and it acts as public guardian and conservator for citizens who the court has decided are unable to manage their own affairs. The Office of Public Advocacy also provides representation in various other civil cases, including custody disputes where one party is represented by the Alaska Legal Services Corporation, child emancipation proceedings, and some adoption cases.

OPA assumes representation only pursuant to court orders of appointment. Its services are provided through staff, contract and volunteer means.

**Alaska Public Defender Agency**

900 West Fifth Avenue, Suite 200

Anchorage, AK 99501

The Alaska Public Defender Agency was established by the state legislature in 1969 under Alaska Statute 18.85.010 to provide indigent parties with legal representation in criminal proceedings and in some civil matters.

The Public Defender Agency provides representation for indigent parties in felony and misdemeanor cases; appeals; probation and parole revocations; extradition cases; post-conviction relief matters; welfare fraud prosecutions; child support prosecutions; mental health commitments; child in need of aid matters (representation of parents); juvenile delinquency cases; and contempt proceedings.

Under Alaska statute an indigent party is entitled to be: 1) represented by an attorney to the same extent as a person having his or her own attorney; and 2) provided with the necessary services and facilities of representation, including investigation and other representatives.

**Alaska Legal Services Corporation**

1016 West Sixth Avenue, Suite 200

Anchorage, AK 99501

Alaska Legal Services Corporation (ALSC) is a private, non-profit corporation established in 1966 to provide legal assistance to those who otherwise could not afford such services. It is funded by grants from the federal Legal Services Corporation, state and local governments, and other agencies.

Alaska Legal Services handles only civil cases. Typical cases involve housing issues, family law, government benefits and cases for the elderly. Clients are screened to determine income eligibility.

Alaska Legal Services also administers the Alaska Pro Bono Program, a volunteer program for attorneys and other professionals, which was created in 1983 to assist in meeting the legal needs of low income individuals. In addition to handling cases, Alaska Legal Services and the Alaska Pro Bono Program also offer free clinics throughout the state, on such topics as pro se divorce, pro se bankruptcy and landlord/tenant law.

**Alaska Bar Association**

510 L Street, Suite 602

Anchorage, AK 99501

The Alaska Bar Association (ABA) is the official professional organization for Alaska lawyers. It has been in existence since 1896. The ABA is governed by a twelve-member board and is funded through membership dues and fees collected for various educational and referral services.

Lawyers must be admitted to the Alaska bar in order legally to practice law in Alaska. The primary functions of the ABA are the administration of admission to the bar and the exercise of responsibility for disciplinary action of its members, both of which are carried out under the supervision of the Supreme Court of Alaska. The ABA prepares and administers the Alaska Bar Examination and evaluates applicants on several other factors for admission.

In addition to these activities, the ABA provides continuing education courses and seminars for its members, administers fee arbitration for lawyers and their clients, provides assistance to those who fail the bar examination, and operates the Lawyer Referral Service.



## **SECTION IV**

### **FUTURE PROJECT SUGGESTIONS**

### **Future Project Suggestions**

This “Alaska Natives and Justice Careers” program has been designed to be flexible and broad-reaching enough so that it can be offered repeatedly to different audiences. To facilitate its regular presentation (and to contribute to other ANJC projects), the program coordinator may wish to consider some of the following ideas.

- Establish a framework for follow-up and continued communication with program participants.
- Contract with a newspaper clipping service to receive regular copies of articles concerning Natives and justice issues which have been published in newspapers throughout the state.
- Establish a small reference library at ANJC on Native justice issues in particular.
- Establish a ANJC web page particularly focused on Native justice issues.